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ABSTRACT

A need for research and development in community education competencies was the impetus of this study. Community educators identified and field tested competencies determined to be essential in four community education roles: superintendent, district coordinator, principal, and building level director. Results showed that participants in this two-year, two-phase study developed professionally. Participants also (1) experienced a high degree of gratification from clarifying their real and comparing their ideal role descriptions; (2) clarified the importance of competencies described for each role; (3) evaluated and compared their competency with a group ideal; (4) began to clarify their own roles in community education; (5) developed a better understanding of community education; (6) developed confidence in the data and its use in school settings; and (7) were able to diagnose personal areas of weakness in a nonthreatening environment. Recommendations included repeating this work in community education circles around the country, developing correlates between training and on-the-job performance, and developing accurate and imaginative indicators of competence. (Author/LD)

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COMPETENCY-BASED
COMMUNITY EDUCATION ADMINISTRATION

VOLUME I: THE RESEARCH REPORT

UNITED STATES OFFICE OF EDUCATION GRANT NO. G007701957

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CHAPTER I: NEED FOR THE STUDY

In the past decade education professionals have been engaged in scrutinizing the requirements for satisfactory performance in their field. Both teachers and administrators have become aware of the need to define the parameters of performance so that effective controls can be enforced on those seeking to enter or already in the profession. This trend toward competency identification and assessment resembles earlier efforts in other professions, most notably medicine and law.

Similarly, in the development of community education as a profession, it has become increasingly evident that there is a need to define competencies required for satisfactory administrative performance. Additionally, sources for and required levels of attainment, as well as means for assessing competencies, are needed. With the advent of expanded community education programs at the local level along with the involvement of state and federal governments in community education, a need has also been recognized for the identification of pre-service training elements, state agency requirements, and local agency personnel evaluation criteria in community education. This need for substantive and ongoing research and development in community education competencies was the basis upon which the present project was built. This project was developed by the Southwest Regional Center for Community Education Development, Arizona State University; and funded by the United States Office of Education It brought together community educators from school districts, the state education agency, and the university to identify and field test competencies determined to be essential in four community education roles. These roles were:

superintendent, district coordinator, principal, and building level director. This process generated a data bank of validated competency statements and permitted an initial trial of an on-the-job-assessment procedure. The Arizona State University effort was the first attempt to identify and validate competence using empirical methods in roles critical to community education programs.

CHAPTER II: REVIEW OF LITERATURE

Research findings reported in the literature for over a decade have pointed to the lack of "fit" between preparation and on-the-job performance of administrators and supervisors of programs of public education (Erickson et al, 1970; Schutz, 1966; Gross and Herriott, 1965; Hemphill et al, 1962; and Lipham, 1960.) As early as the mid-1950's, advocates in various professional fields began to argue for identification of skills needed in specific roles, generation of performance criteria, and assessment of competencies on-the-job as well as for initial licensing, in business management (Katz, 1955), in medicine (Sheehan, 1967), and in educational administration (Graff and Street, 1956).

Getzels (1958) conducted a series of studies based upon the concept of role and role expectations. He demonstrated that each role has "certain normative obligations and responsiblities which may be termed 'role expectations' and when the role encumbent puts these obligations and responsibilities into effect, he is said to be performing his role." In other words, roles are defined in terms of the role expectations held by the persor occupying the role and by significant others. The purpose of performance-based assessment is to define a role in terms of specific competencies and to obtain judgments about performance of those competencies by the individual being assessed (self ratings) and by those who set the expectations for that role and the quality of performance in it.

The present effort to determine needed competencies in community education relies heavily upon earlier work done in educational

administration. Among the more noteworthy of past efforts was the Southern States Cooperative Program in Educational Administration of the early 1950's. This effort gave form to the three-dimensional competency pattern model. The three dimensions are:

1. Job analysis and identification of tasks;
2. Categorization of tasks and identification of knowledges and skills to perform in each category; and
3. Provision of theory definition needed to understand the tasks of administration.

Subsequent to this benchmark project, considerable work was done to define needed competencies in educational administration. Project ROME, the CFK Task Force, the ICM Module, the University of Texas SEST Project, the Arizona State University Project, and the Columbia University Program in Administrative Preparation are but a few with well-documented research and development histories.

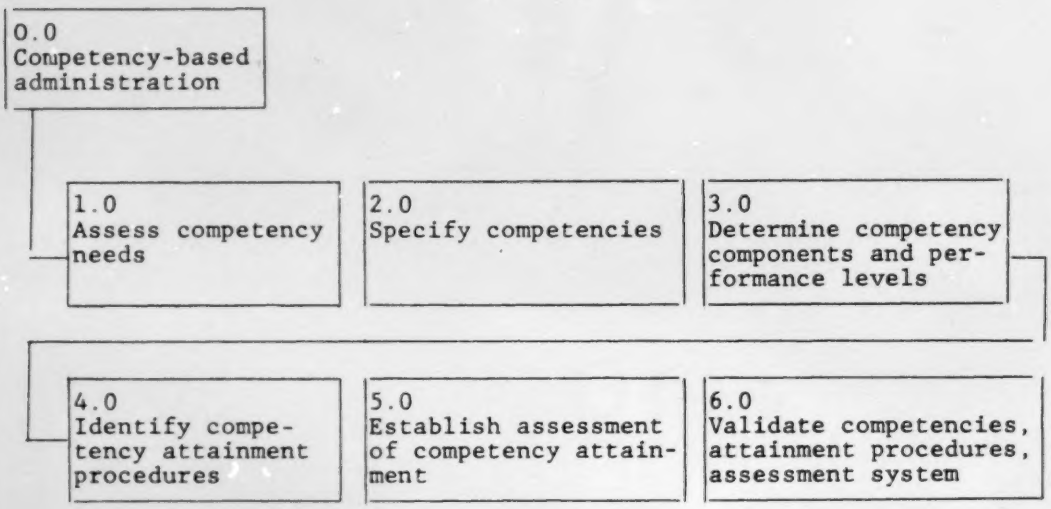
Little work exists, however, to substantiate competencies needed in the administration of community education programs per se. What does exist are subjective lists of items which are rated through interview procedures. This project built upon the need for an assessment procedure which was field-based and which had both content and construct validity--statements descriptive of desired practice, derived from and tested with practitioners and validated through field tests with relevant populations. Such a procedure would generate a data bank which would provide normative data not previously available, allowing administrators of community education programs to assess their performance with respect to identified areas of competence, through use of dependable criteria developed and validated by peers.

The Concept of Competency and Community Education

In the literature competency is defined as "the presence of

characteristics or the absence of disabilities which render a person fit, or qualified, to perform a specified task or to assume a defined role." (McCleary and Brown) This definition emphasizes two concepts: 1) the specification of defined tasks, and 2) indication of knowledge or skill needed to perform the tasks.

An applicable model for the development of an integrated and quality development program in community education is that developed by McCleary and Brown.



The steps in this model are:

1.0 Need Assessment. Various methodologies are appropriate in this phase of development. Perhaps the most effective, however, is the small group consensus approach, since a relatively small group of experienced administrators can provide information about job demands that is sufficiently reliable and accurate. Cross validation can occur later after baseline data is gathered about

task areas and related competencies.

2.0 Specification of Competencies. The most difficult activity, but a very necessary one, is the actual writing of competency statements. The scope of the statement, its form, and the elements to be included can all create problems. It is necessary to accept certain limitations: 1) all possible competencies will never be identified and some can only be vaguely defined; 2) some identified competencies will not have any means of attainment; and 3) some competencies will seem extremely simple and mundane while others will appear to be so complex as to be unrealistic.

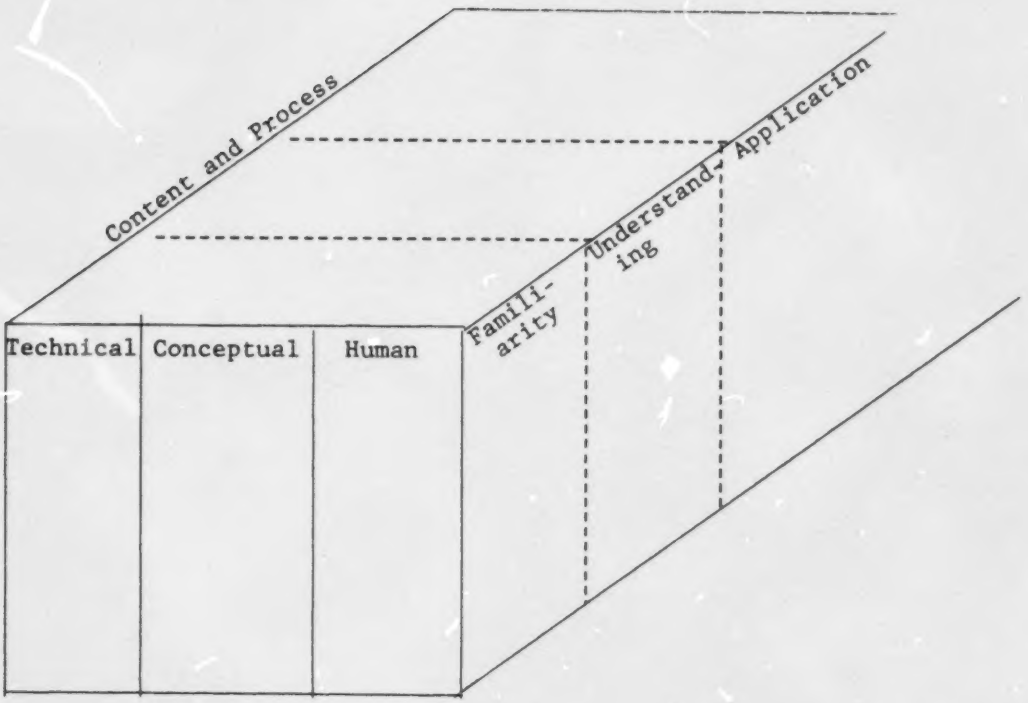
Once competency statements have been listed by job category they are given priority listing on one or more criteria; in terms of 1) importance to success on the job; 2) the extent to which the training program succeeds in developing them to an acceptable level; or 3) extent to which they should be given primary attention in pre-service versus in-service training.

3.0 Determination of Competency Components and Performance Levels. A model can best be used to illustrate competency components and performance levels. The model is actually a cube with six dimensions specified, as shown in Figure 1.

A competency statement is written in molar form so that it can be broken down into technical, conceptual, and human components and the level of competence (familiarity, understanding, and application) can be specified. An illustration of the use of the model to specify component parts and performance level is as follows:

The supervisor will help teachers prepare and use lesson plans.

FIGURE 1.


Content and Process
Application
Understand-
ing
Famili-
arity
Technical
Conceptual
Human

Familiarity.

Technical: The supervisor will examine and record at least three forms of lesson plans and accurately describe them.

Conceptual: The supervisor will explain the uses, compare elements, and identify conditions for use of three forms of lesson plans.

Human: The supervisor will list (in discussion) kinds of problems she/he might encounter in working with teachers who are not in the habit of using formal lesson plans and indicate suggestions for handling such problems.

Understanding.

Technical: The supervisor will take an element of content, specify a learner or learning group, prepare a lesson plan, and "talk through" the lesson or teach it.

Conceptual: The supervisor will analyze the elements in each form of lesson plan and critique them, demonstrating that she/he can recombine elements into a new form, adapt one or more forms to particular uses, etc.

Human: The supervisor will examine situations that illustrate how she/he would work with teachers to teach them lesson planning, and to work with them cooperatively in preparing lesson plans, etc. (role playing, discussions with supervisors after observation, etc.)

Application.

Technical: The supervisor in training will submit sample plans to criticism by teachers and/or supervisors on the job; she/he will present and explain an analysis of lesson plans prepared by others.

Conceptual: The supervisor in training will submit sample plans to criticism by teachers and/or supervisors on the job; she/he will present and explain an analysis of lesson plans prepared by others.

The statement concerning competence with lesson plans could be included in all administrative positions. If this were done, it is quite likely that this competency would be judged as necessary at the application level for a supervisor and an elementary principal, at the understanding level for a high school principal,

at the familiarity level for the superintendent and some central office positions, and not needed at all in a job such as business manager. Thus the interfacing of competencies of the various administrative roles could be determined. Such distinctions could be used preparing administrators to move from one job to another.

4.0 Identification of Competency Attainment Procedures. One means of better allocation of competency attainment is to classify the primary means by which competency is to be attained in a unified program that extends from formal university instruction into on-the-job training. Primary responsibility for some competency development can be assigned to formal course work, some to reality-oriented experiences, some to integrative experiences, and some to culminating experiences. These varying modes can be identified on the "content and process" side of the model described in Figure 1.

Formal courses provide a knowledge base and are usually carried on in professor-directed large group settings. Reality-based experiences include internships and field experiences under the direct supervision of practicing administrators. Integrative activities include seminars or small groups in which experiences are assessed, ideas generated, problems clarified, solutions explored and related fields examined. Finally, culminating experiences are largely the individual development of performance products that demonstrate competency attainment, such as the designing of a new instructional program, the planning and conducting of an in-service training program, or the codifying of all district policies and preparing a policy book.

5.0 Establishment of Assessment of Competency Attainment. The identification of instruments and the validation of competence

is largely dependent upon the competencies specified and the assignment of competency attainment in the total program of administrative development. Much of the need for precision in defining competencies is brought about by the desire for a sound basis for assessing individuals' competency attainment. Typically this evaluation occurs in three areas: 1) products that illustrate capability to perform a function or skills; 2) products that illustrate problem-solving capability; and 3) behavior that displays appropriate concern for values exemplified by education. No competency statement should be carried to the specification of technical, conceptual, and human component stage without performance specification, and no program should be planned without a clearly designed procedure for competency assessment and the development of a competency profile for each individual involved.

One method for assessing competency attainment is the Quadrant Assessment Model developed by Pol and McCleary at the University of Utah. This model, which is described in detail in the CCBC Notebook [2:3(May, 1973)], uses both self and significant-other assessments of performance and judges these against an Ideal profile generated for the role category being assessed. The QAM formed the basis for the present research project.

6.0 Validation of Competency Attainment Procedures and Assessment System. Total program assessment is made possible by competency-based administrative development. The purpose of evaluation is to monitor the system and insure quality control. Competency development has immediate, short-term, and long-term consequences that require monitoring, and the expected consequences for each time span should be specified. Once performance attainment is

measured, then the procedures for achieving competence can be assessed and revised. Finally, measures of performance in a competency-based pre-service and on-the-job development program can be correlated with actual job performance.

This systematic method for assessing competencies was used in the present project from 1976-1978. The conduct, findings, and conclusions of the project are described in the following chapters.

CHAPTER III: CONDUCT AND FINDINGS, PHASE I

The project to assess needed competencies in community education set two primary objectives: 1) the identification of role descriptions in terms of task areas, competencies and competency indicators of each of four roles (superintendent, district community education coordinator, principal and community school director) and 2) generation of ideas as to how competencies might be acquired and levels of performance needed. Data generated relative to the primary objectives permitted the examination of the following questions:

1. In what ways do statements of competencies serve as role descriptions valid for role clarification, planning, and certification purposes?

2. Can a cost-effective method, with appropriate instruments, be constructed and tested to identify and validate statements descriptive of competencies critical to each role?

3. Are such descriptions valid for on-the-job assessment of performance in each role?

   3.1 Can descriptions permit examination of conflicting expectations among groups who judge performance of an individual in one of the roles? Can the process lead to role conflict resolution?

   3.2 Can a methodology for generating role descriptions be made flexible enough to account for situation-specific requirements which are appropriate to one locale rather than another or which require emphasis at one time rather than another?

4. Does the methodology developed serve as a cost-effective and valid need assessment for the in-service development of administrators?

The project goals included: 1) the improvement of the administration of community education programs; 2) the provision of direct, practical aid to districts in terms of role definition,

role clarification, and assessment; 3) the recommendation of strategies for continued research and development activities, as well as the provision of information for pre-service program planning at community education centers and at universities; and 4) the provision to state agencies of means to explore avenues for licensing of professional personnel based upon demonstrated competence.

Methodology and Conduct of the Project

The identification of competencies for the four roles was carried out through a series of three workshops with intervening work group and staff sessions. The first workshop involved seventeen districts, each bringing a team that included a person serving in each role--superintendent, coordinator, principal, and building director. Sessions were arranged so that work groups met by role and by team. Task areas were agreed upon for each role; competency statements were generated; and competency indicators suggested. The statements of competencies were examined in terms of scope of each role, comprehensiveness, and fit across roles.

Project staff edited and condensed statements and the refined lists were made available to all districts for reactions. A second workshop involved seven district teams to serve as panels to revise, add, and finalize a trial list of competency statements to serve as items for assessment instruments. These panels made judgments about inclusiveness, interpretation and adequacy of identified competencies; thus, this was a first check of content and context validity.

Four instruments (one for each role) were then prepared by the project staff. These are available from the Southwest Regional Center for Community Education Development, Arizona State University.

Each instrument contained three parts: 1) a listing of the competencies with a five point Likert-type scale--each item to be rated for importance in terms of the ideal for that role; 2) a listing of the competencies with a rating of level of competence attainment--(F) familiarity, (U) understanding, or (A) application; and 3) a listing of competencies with a rating of judgment about how that competency should be attained--pre-service, in-service, incidentally on-the-job, self-attained, or no attention needed. In this way each individual in the sample responded to three lists of statements descriptive of the competencies needed for the position he/she occupied.

The ideal ratings of importance were treated to provide an ideal profile for each role. A group mean and standard deviation for each item provided measures of priority and agreement among raters. In this way all items for a given role could be ranked. Ratings of "level of attainment needed" and of "how competency could best be obtained" were tallied and treated descriptively to be used by those planning pre-service and in-service programs.

A third workshop was held to examine the product of the first two workshops, report data gathered, present and discuss the design for use of profiles, and complete and critique a self-assessment. The self-assessment consisted of an instrument made up of the items contained in the Ideal Form but transformed into an actual rating so that individuals rated their own performance. This set of instruments is referred to as the Real Form, and forms the basis for Phase II of the project.

The Quadrant Assessment Model (QAM), reported in the CCBC Notebook [2:3(May, 1973)], provided the basic research design.

Only the Ideal quadrants were investigated in Phase I; the Real quadrants were employed in Phase II of the project. However, the total model was described to participants in the third workshop and was the basis for a trial self-assessment exercise conducted during the final workshop.

The methodology, which included the workshop procedure, permitted: 1) identification and assessment of competencies needed in four administrative roles in community education; 2) information about real and measurable skills in terms of levels of competence needed and how these might best be attained; 3) the examination by administrators of their roles; and 4) a first trial of a method for performance evaluation. (the QAM)

Results and Findings

The findings of the project were of two kinds: Competency Statements-Ideal Form Profile, and Competency Statements-Ratings on Preferred Training to Acquire Competency and Level of Training Judged Necessary for Adequate Performance.

Competency Statements-Ideal Form Profile. The administration of the instruments produced the first version of the Ideal Form Profile. These results are reported below by role.

In Table 1, the ranking, mean, and standard deviation of responses for each item in the superintendent role in community education are presented along with an abbreviated notation of the content of each competency statement. (The complete competency statements for all roles are in the appendices in Volumes II and III.) Item 1 and 3 (1.: Ability to develop board policies regarding community education relationship to total educational program; 3: ability to develop receptivity in school district personnel for

Table 1: Superintendent's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1-2	1	4.8	.05	develop board policies
	3	4.8	.05	develop receptivity to community education
3	12	4.8	.20	establish public information program
4	9	4.6	.14	interface with community agencies
5	14	4.6	.22	provide plan: research, development, evaluation
6	15	4.5	.50	provide personnel for research and evaluation
7	13	4.4	.12	provide financial support
8	5	4.2	.10	plan for conflict resolution
9	8	4.2	.16	involve community in content determination
10	6	4.0	.50	initiate need assessment
11-14	4	4.0	1.00	effect communications with patrons
	7	4.0	1.00	expedite organization: personnel and facilities
	16	4.0	1.00	provide funds for research and evaluation
	11	4.0	1.00	establish means "sell" program
15	2	3.6	1.23	encourage diversity in program
16	10	3.0	.70	plan in-service programs

community education.) were tied for Rank 1 with a mean of 4.8 and a standard deviation of 1.05. Of the sixteen competencies identified as important to superintendents, Item 10 was ranked in 16th place with a mean of 3.0 and a standard deviation of .7.

In Table 2, the ranking, mean, and standard deviation of responses for each item in the district coordinator role in community education are presented along with an abbreviated notation of the content of the competency statement. The district coordinator role was identified as comprising thirty-three principal competencies. Item 1 (Ability to develop regulations which define board policy dealing with community education) received the highest ranking, with a mean of 5.0 and a standard deviation of .00, showing complete agreement among coordinators. Item 12 (Ability to prepare and present reports to the district board concerning fiscal status, intents) received the lowest ranking.

In Table 3, the ranking, mean, and standard deviation of responses for each item in the building principal role in community education are presented along with an abbreviated notation of teh content of the competency statements. The building principal role was identified as comprising twenty-five principal competencies. Item 10 (Ability to clarify roles and responsibilities) received a Rank of 1 with a mean of 4.6 and a standard deviation of 1.3. Item 18 (Ability to supervise and manage financial affairs relating to district and agency funds) received the lowest ranking, with a mean of 3.4 and standard deviation of .18.

In Table 4, the ranking, mean, and standard deviation of responses for each item in the building director role in community education are presented along with an abbreviated notation of the

Table 2: District Coordinator's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	11	5.0	.00	development regulations which define policy
2-3	13	4.9	.06	budget information, funding, costs
	1	4.9	.06	identifying district goals, objectives
4-6	3	4.7	.11	advise unit coordinator regarding goals
	5	4.7	.11	identify resources
	6	4.7	.11	develop district-wide programs
7-8	25	4.7	.12	provide training and orientation
	27	4.7	.12	clarify roles and relationships
9	33	4.7	.16	evaluation for district reports; recommend
10	2	4.7	.17	develop strategies for goal accomplishment
11	23	4.6	.13	recruit, recommend directors
12-13	26	4.6	.14	specifications of job descriptions
	28	4.6	.14	evaluation effectiveness of directors
14-15	9	4.6	.16	knowledge of board policies
	19	4.6	.16	employ human relations skills
16	10	4.6	.20	advise board on needed policy
17	22	4.4	.14	utilization, coordination approach to programs
18	16	4.4	.19	organ. & coordinating district community council
19	24	4.4	.22	select support staff
20	7	4.3	.18	initiate structure
21	14	4.3	.26	administer budget
22	15	4.0	.00	assess effectiveness of expenditures
23-24	8	4.0	.12	utilizing management systems, leadership

Table 2: District Coordinator's Role in Community Education

IDEAL FORM PROFILE (continued)

Rank	Item	M	S.D.	Competency Statement (abbreviated)
	21	4.0	.12	consult unit coordinator, suggest alternative methods
25-28	17	4.0	.16	communicate all parts of community
	18	4.0	.16	promote community education through media
	20	4.0	.16	recognize conflict and engage in resolution
	31	4.0	.16	develop criteria where evaluative judgments made
29	4	4.0	.16	assist surveys and need assessment
30	30	3.9	.17	utilizing formal and informal evaluation
31	32	3.9	.21	assist directors in instrumentation of evaluation
32	29	3.7	.22	recognize needs and problems of directors
33	12	3.6	.24	prepare and present reports

Table 3: Building Principal's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	10	4.6	.13	clarify roles and responsibilities
2	11	4.6	.14	generate supportive attitude of staff, community
3-4	2	4.6	.19	employ procedures for establishing goals
	24	4.6	.19	evaluation program in relation to educational program goals
5	1	4.6	.21	implement policy and goals consistent with district
6	3	4.5	.19	serve as liaison: school, board, district, community
7	4	4.4	.16	supervise assessment of program needs
8	12	4.4	.20	work through conflict situations
9	8	4.3	.17	supervise planning and scheduling facilities and equipment
10	5	4.3	.23	supervise planning of curriculum and instruction
11	13	4.3	.29	recruit, select competent director
12	25	4.2	.32	utilize evaluation to modify program
13	7	4.1	.18	apply problem analysis procedures
14	21	4.1	.19	assist in developing and maintaining productive council
15	23	4.0	.21	interpret research data
16	15	4.0	.28	evaluate competence of director
17	22	3.9	.13	employ research techniques
18	20	3.9	.22	plan and establish public relations program
19	9	3.8	.16	assess climate of faculty and community
20	6	3.8	.19	supervise program implementation
21	17	3.8	.27	organize program with staff/to financial resources

Table 3: Building Principal's Role in Community Education

IDEAL FORM PROFILE (continued)

Rank	Item	M	S.D.	Competency Statement (abbreviated)
22	14	3.8	.31	supervise director
23	16	3.7	.18	plan in rclation to laws of financing community education
24	19	3.6	.19	identifying and utilizing community resources
25	18	3.4	.18	manage finances/to district and agency funds

Table 4: School Building Director's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	1	5.0	.00	motivate, for participation in program
2-3	10	4.9	.06	recruit, encourage community participation
	14	4.9	.06	implement program
4	24	4.9	.09	promote cooperation with day staff
5	7	4.7	.10	establish and maintain relations with district
6-7	2	4.7	.12	adapt to changing needs
	6	4.7	.12	educate community about community education
8	9	4.7	.19	survey, interpret, meet needs
9-10	8	4.6	.16	utilize community agencies
	11	4.6	.16	identify, use human and physical resources
11	23	4.5	.25	supervise community education staff
12	4	4.4	.14	delegate responsibility, live with results
13-14	15	4.4	.15	evaluate program effectiveness
	16	4.4	.15	provide in-service
15-16	13	4.4	.19	organ. goals and objective of program
	3	4.3	.19	effective 2-way communication to challenge
17	22	4.3	.23	assess, evaluate performance
18	17	4.1	.10	plan, present workable budget
19	12	4.1	.13	coordinate, schedule use of facilities
20	21	4.1	.28	recruit, interview, select personnel
21	5	4.0	.15	facilitator of decision making, planning, etc.

Table 4: School Building Director's Role in Community Education

IDEAL FORM PROFILE (continued)

Rank	Item	M	S.D.	Competency Statement (abbreviated)
22	20	3.9	.13	specify job requirements
23	18	3.9	.15	find sources of funding
24	19	3.9	.21	maintain accurate financial record system

content of the statements. The building director role was identified as comprising twenty-four principal competencies. Item 1 (Ability to provide motivation for staff, students, and community members for participation in the community education program) received a rank of 1 with a mean of 5.0 and standard deviation of .00 indicating complete agreement among the raters. Item 19 (Ability to maintain an accurate financial record system) received a Rank of 24 with a mean of 3.9 and a standard deviation of .21.

The Ideal Profiles for each role were presented in the third workshop after participants completed a Real Form of the same instrument. Groups were formed on the basis of the four roles in order to examine and react to the Ideal Profile Form and then begin to examine Real self-ratings versus the Ideal Profile. These reactions were collected and formed the basis for a revision of the Ideal Profile Form. Participants gave helpful suggestions regarding directions, wording of specific items and use of indicators for each competency statement. There was general agreement that the statements represented valid descriptions of competencies and that respondents understood the statements and could provide meaningful ratings of performance in terms of them.

Competency Statements-Ratings on Preferred Training to Acquire Competency and Level of Training Judged Necessary for Adequate Performance. In addition to ratings of competency statements in terms of importance to adequate performance, which were employed to obtain the Ideal profiles for each role, two additional ratings were obtained for each competency. One rating was the preferred type of training for acquiring the competency and the second rating was the level of competency judged to be necessary for adequate performance.

Regarding preferred type of training, it was assumed that past experience of the rater might influence heavily the ratings of items. That is, an individual who had acquired a competency through in-service education might, without giving serious consideration, judge in-service education as the appropriate and preferred way to acquire that competency. In the work groups writing statements during the first workshop and in the panels during the second workshop, this question was explored at some length and several individuals were interviewed about how they would respond and then were asked where they had acquired the competency. Sufficient discrepancies occurred and discussion indicated that practitioners were relatively objective about such judgments. Respondents appeared to make choices based upon rational grounds and were articulate about the reasons for their choices.

Two purposes guided the decision to collect and report data about preferences for acquiring training and levels of proficiency judged to be needed for adequate performance. First, it was assumed that such data could be useful to those who plan and conduct training. Second, it was assumed that level of proficiency for the competencies would vary with roles, e.g., implementing programs might be needed at a familiarity level in one role (superintendent), at an understanding level in other roles (district coordinator and principal) and at an application level in another (building director). These varying levels would, it was believed, be reflected in differing modes of training recommended.

Seven districts responded to this portion of the instrument in what could be considered as comprising a district team (6 superintendents, 7 district coordinators, 8 principals, and 7 directors).

These ratings are accepted as a trial of the methodology only in order to make judgments about the use of such data. The numbers in the columns of Tables 5 through 8 represent actual number of responses. Judgments of preference about how a given competency might best be acquired were made in terms of categories: 1) pre-service education; 2) in-service education; 3) incidentally, on-the-job; 4) self-acquired; 5) no special training needed; and 6) some combination of these.

Levels of proficiency in a competency were also determined. These levels were defined as follows:

F -- Familiarity: Knows about the procedures and methods implied by the statement; can discuss it intelligently and follow explanations or analyses without having to be taught about it.

U -- Understanding: Can explain, analyze methods and procedures used and exercise judgment about adequacy of procedures and judgments implied by the statement. Can teach others about it.

A -- Application: Can apply or actually carry out the procedures and judgments implied by the statement; can directly demonstrate to and supervise others in performing procedures and making judgments.

In examining the rationale and data presented in Tables 5 through 8 the reader needs to bear in mind that these data do not constitute the only data that would be collected to make program decisions. However, these types of data are related to identified competencies and hence may provide valuable information.

Outcomes of the Project

Outcomes of the project are provided in two primary forms--Product and Process.

Product Outcomes. Major task areas were identified by project participants and subsequent competencies for each area were proposed

Table 5: Superintendents' Ratings of Training

To Acquire Competency and Level of Proficiency Needed

		TRAINING									
	Priority								Level Needed		
Item	Ranking	Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	A	U	F
1	1-2	3		3					3	1	1
2	15	2	1	0	1	2			2	3	
3	1-2	2	1	2	1				2	3	
4	11-14	3	1	2					3	2	
5	8	1		2		1			2	3	
6	10	3	1	1					2	2	1
7	11-14	1	1	1		1			4	1	
8	9	3		0		1			2	3	
9	4	3	1	1	1				4	1	
10	16	3	1	0		1			2	3	
11	11-14	2	1	2	1				2	3	
12	3	2	1	1		1			3	2	
13	7	3	1	1					3	2	
14	5	2	1	2	1				1	4	
15	6	3		0		2	1		3	2	
16	11-14	3		2		1			4	1	

* indicates combination of pre-service and in-service

** indicates combination of in-service and incidental on-the-job

Training Columns: Pre-Service, In-Service, Incidentally on-the-job, self-acquired, No Special Skills Required.

Level of Competency: A-Application (able to apply), U-Understanding (able to teach others), F-Familiarity (know about).

Table 6: District Community Education Coordinators' Ratings of Training to Acquire Competency and Level of Proficiency Needed

Item	Priority Ranking	TRAINING Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	Level Needed A	U	F
1	2-3	3		2		1	1		5	1	
	10	2	1	3					5	1	
3	4-6	1		5	1				2	3	
4	29	2		3		1			1	4	
5	4-6	2		3	1				4	2	
6	4-6	1		2		3			5	1	
7	20	2	1	2		1			3	2	
8	23-24	4	1	1					5	1	
9	14-15	1		4	1	1			5	1	
10	16	3		1		2			4	2	
11	1	1		3		2			5	1	
12	33	3	1	2					4	2	
13	2-3	1	2	2		1			4	2	
14	21	2		2		2			4	2	
15	22	2		3		1			4	2	
16	18	3		2		1			5	1	
17	25-28	3		2	1				3	3	
18	25-28	2	1	2		1			3	3	
19	14-15	3	1	2		1			6	0	
20	25-28	3		1		1			5	1	
21	23-24	1		1	1	2	1		2	4	
22	17	1	1	3		1			4	2	
23	11	1		2		3			5	1	

Table 6: District Community Education Coordinators' Ratings of Training to Acquire Competency and level of Proficiency Needed

		TRAINING									
Item	Ranking	Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	A	U	F
24	19	0	1	2		3			5	1	
25	7-8	2	1	1		2			5	1	
26	12-13	3		1		2			4	2	
27	7-8	2		1		2			5	1	
28	12-13	2		3		1			4	2	
29	32	3		1	1	1			5	1	
30	30	3	1	2					4	2	
31	31	2		3	1				5	1	
32	29	1		3		2			3	3	
33	9		1	2		3			4	1	

Table 7: Principals' Ratings of Training to Acquire Competency and Level of Proficiency Needed

	Priority	TRAINING							Level Needed		
Item	Ranking	Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	A	U	F
1	5	2	1	3		2			5	3	
2	3-4	2	1	2		2			5	3	
3	6	2	1	1		4			3	5	
4	7	0		3	1	3	1		3	4	1
5	10	5	1	1		1			2	6	
6	20	0		2	5				1	7	
7	13	4	1	1		2			3	5	
8	9	0		2	1	5			3	5	
9	19	0		1	1	4	2		3	3	
10	1	1	1	2		4			3	4	
11	2	1	1	1		4	1		4	3	
12	8	3	1	0		2	2		3	4	
13	11	1	1	1		4	1		4	3	
14	22	3	1	1		1	2		4	2	
15	16	4	1	1		1			6	1	
16	23	4	1	1		2				7	
17	21	1	1	2		3	1			6	1
18	25	2	1	1		2	2			7	
19	24	0		2	1	3	1	1		5	2
20	18	2	1	2		3			2	5	
21	14	0		4	1	2	1		3	4	
22	17	4		1		2			2	3	2
23	15	5		0		0	2		2	4	1
24	3-4	1	1	3		2	1		3	5	
25	12	1	2			2	1		5	3	

Table 8: Community Education Directors' Ratings of Training to Acquire Competency and Level of Proficiency Needed

T R A I N I N G

	Priority							Level Needed			
Item	Ranking	Pre-Serv.	*	In-Serv.	**	Incid.	Self	No spec.	A	U	F
1	1	4	2	1							
2	6-7	2		1		2	2		6	2	
3	15-16	2		2		1	2		5	2	
4	12	2	1	2		1	1		3	4	
5	21	4		2		1			4	3	
6	6-7	3		3		1			4	3	
7	5	2		3		1			6	1	
8	9-10	2		4		1			5	2	
9	8	3		3		1			5	2	
10	2-3	5		2					5	2	
11	9-10	4	1	2					5	2	
12	19	1		3		3			5	2	
13	15-16	3		3				1	4	3	
14	2-3	1		4		2			6	1	
15	13-14	2		3		1		1	5	2	
16	13-14	2		2		2		1	4	3	
17	18	3		2			1	1	3	4	
18	23	2		3		1	1		4	3	
19	24	2		2		1	2		2	5	
20	22	1		4		1	1		2	4	1
21	20	1		3		1	2		6	1	
22	17	1		4		1	1		4	3	
23	11	1		4		1	1		5	2	
24	4	2		3		2			5	2	

and developed in each of the four role categories. Competency statements developed in the first workshop were revised, edited, and improved in comprehensiveness and clarity in the second workshop. In total, 20 major task areas and 98 competency statements were identified by the project participants. From this work, the Ideal Form of the Competency Rating Instrument was prepared and administered. The results provided the Ideal Profile against which self assessment (Real Form) results of each participant could be compared.

Process Outcomes. The involvement of more than 100 community education administrators, professors and state agency personnel in the project provided for three types of process outcomes. These outcomes were determined from self-reports and project assessments by participants.

The first process outcome was the involvement of project participants in defining, in specific and measurable terms, the four administrative roles primarily associated with the delivery of community education. Verbalizing a description of each competency, developing the description in a written statement, and reaching agreement about a competency's meaning and the behavioral indicators that could be employed to make judgments about it provided significant insights into the nature of the roles and the administrative knowledge and skills needed by practitioners. Participants experienced a high degree of gratification as they gained clarification of their Real and comparative Ideal role descriptions.

A second process outcome was realized when each group prioritized competency statements by relative importance. The thinking and discussion about that prioritization were of considerable value

to each participant in clarifying the relative importance of competencies described for each role.

The third process outcome of project activities was evidenced in the self-assessment exercise. Participants were able to evaluate and compare their competency profiles with that of a composite group "ideal" profile. Consequently, they were able to determine the amount of congruence between their self-assessment and a norm provided by the Ideal profile for their respective roles.

CHAPTER IV: CONDUCT AND FINDINGS, PHASE II

The second phase of the competency project tested a procedure for assessing on-the-job competence of administrators and supervisors of community education programs, using sets of competency statements already generated and validated in Phase I. The resulting data were employed in clarifying roles, identifying role conflict and situation-specific conditions important in the assessment of performance and the planning of in-service programs.

Conduct of Phase II

This phase contained two inter-related components: training and assessment, and evaluation.

Training, Data Gathering and Assessment

The steps in this component were:

1. Competencies already identified and validated in the first phase were used in the preparation of instruments for self-assessment by role incumbents and assessment by significant others of "ideal" and "actual" performance on-the-job. These instruments were both Ideal and Real Form.
2. Training sessions for community educators participating in the project were held prior to the administration of the instruments. This training focused on administrators completing instruments for their own roles, but was structured so that those trained could then train others within their districts or in other districts.
3. The Ideal version of the instrument was administered

and ratings of importance of competencies were gathered from all participants.

4. The Real version of the instrument was administered and ratings of actual performance were obtained.
5. Data were analyzed with the Quadrant Assessment Model. The analysis served to further validate the competencies employed, and to identify situation-specific competencies and the competencies over which role conflict exists.
6. From the analyses, profiles were prepared for individuals and for composites of each role. These profiles were the basis for a culminating training session in which items in both the Ideal and Real Forms were discussed by members of similar role categories. In addition, district teams met to discuss training and planning needs identified by the project.

Step II-Project Evaluation

1. The composite profiles for each of the four roles and other information collected was given to an Evaluation-Dissemination Panel. The Evaluation-Dissemination Panel evaluated both the process employed and the products.
2. The project staff and the Evaluation-Dissemination Panel examined questions which arose surrounding: a) the process employed; b) instruments; c) concepts underlying competency-based assessment and d) cost

benefits involved.

3. The Evaluation-Dissemination Panel determined whether the composite profiles represented data which were generalizable to the field and determined the most appropriate means of dissemination given resource limitations and practitioner needs.

The personnel trained, the data base generated, and the experience with the process also suggested further developmental efforts.

Findings, Phase II

As a result of Phase II of the project, the following items could be examined: 1) the Ideal Profile of Phase II in comparison to the Ideal Profile of Phase I; 2) the Ideal Profile of Phase II in comparison to the Real-Others Profile; and 3) the process employed in the project.

The Ideal Profile. It was the intent of the research team to replicate the development of the Ideal Profile for each of the role categories involved in the project, in order to determine if the Phase II Profile was similar to the Phase I Ideal Profile. If there were great similarity it could be assumed that the Ideal Profile developed by the project had some reliability.

Comparisons of the two profiles, however, did not demonstrate similarity or, thus, reliability. This lack of similarity can be seen in the Ideal Profiles for Phase I and II for each of the role categories, which appear in Table 9. The research team and participants in the project examined the differences between the Ideal Profiles so that some explanation of apparent variations could be provided. Both team members and project participants agreed that, in general, differences were due to sample differences. That is,

TABLE 9

COMPARISON OF IDEAL PROFILES

PHASE I AND PHASE II

ROLE CATEGORY	IDEAL PROFILE, PHASE I		IDEAL PROFILE, PHASE II	
Superintendent[1]	High Priority	1-3	High Priority	10**
		12		3
		9		13
		14		5
		15		4**
		13		1
		5		8**
	Low Priority	8	Low Priority	2
		6		12*
		4-7-16-11		6
		2		11
		10		9*
				7-14*
Principal	High Priority	10	High Priority	1
		11		2-3
		2-24		11-12
		1		8
		3		6**
		4		10
		12		7
		8		5
		5		9**
		13		13
		25		
		7		
	Low Priority	21	Low Priority	24*-25*
		23		4*
		15		15
		22		21
		20		14
		9		19
		6		20
		17		18
		14		23
		16		22
		19		17
		18		16

[1]Items 15 and 16 for Superintendent deleted in Phase II
[2]Item 31 for Community Education Coordinator deleted in Phase II
[3]Items 10,17,18,24 for Community School Director deleted in Phase II
*Item in Phase II which rated higher in Phase I
**Item in Phase II which rated lower in Phase I

TABLE 9 (continued)

ROLE CATEGORY	IDEAL PROFILE, PHASE I		IDEAL PROFILE, PHASE II	
Community Education Coordinator	High Priority	11	High Priority	19
		13-1		5-6-9-14**-29**
		3-5-6		7**
		25-27		2-18**
		33		17**
		2		10
		23		13
		26-28		33
		9-19		15**
		10		1
		22		11-30**
	Low Priority	16	Low Priority	25*
		24		20
		7		27*
		14		16
		15		22*
		8-21		12
		17-18-20-31		26*
		4		32
		30		28*
		32		8-24
		29		23
		12		4
				21
				3*
Community School Director	High Priority	1	High Priority	1
		10-14		7
		24		12**
		7		2-5**
		2-6		6
		9		9-23
		8-11		21**
		23		13**-14-22**
		4		
	Low Priority	15-16	Low Priority	3
		13-3		16
		22		19
		17		20
		12		8*
		21		11*
		5		15
		20		4*
		18		
		19		

districts involved in Phase II tended to be smaller and more rural than those in Phase I; in addition, Phase II districts generally had limited experience in community education, having been involved in it only a few years, while Phase I districts had more extensive experience. These differences, it was thought, affected the perceptions as to appropriate competencies for each of the role categories as well as the importance of particular competencies in specific situations.

Specific items were discussed for each of the profiles. Those most significant were:

1. In the superintendency: Items 1, 3 and 13, which pertain to developing board policies, developing receptivity for community education in school district personnel, and providing financial support for community education, were rated high in both phases. Superintendents felt that these three items were, and would continue to be, particularly important. Superintendents from Phase II districts were much less concerned about their role in teacher in-service, intradistrict communication, and community involvement for community education. At the same time, they were more concerned with information, whether it be information channels and networks to community agency personnel or internal information generation of a research and evaluation nature.
2. For the principalship: There was little agreement on Item 4 (supervision and assessment of program

needs); some participants felt this was a high priority, while others felt it was not the principal's job. This area was identified as one needing role clarification. Similarly, participants were not in agreement as to the principal's role with the advisory council (Item 21).

Phase II principals ranked program needs assessment and evaluation as more important than did Phase I principals. Apparently, there was a need for greater control of program quality by Phase II principals.

3. For the district coordinator: There was some concern that items were written for districts with different organizational structures than their own. This was seen in items like 10 and 12, which spoke to the relationship between the coordinator and the school board. Phase II district coordinators did not feel they had an important role in pre-service and in-service training and orientation; they saw themselves as much less involved in selecting training, supervising and informing personnel either directly or indirectly involved in community education.
4. For the building directorship: Phase II directors were especially concerned with publicity and with advisory councils, which they felt were not mentioned specifically in the competencies.

> They noted that although they rated program evaluation (Items 12 and 15) as relatively low, they suspected this might change over time and with further program development. They also felt that Phase II priorities reflected a greater process, rather than program, orientation.

Despite changes from year to year, the important consideration at this point regarding the Ideal Profiles is not so much their ability to be reliable over time as their usefulness as yardsticks by which groups can begin to develop their own situation-specific competencies that will be accurate for their particular time and locale. Presumably, it the study were replicated enough times in a variety of situations across the country, an Ideal Profile for each of the four role categories with some degree of stability could be developed.

Ideal-Real Profile Comparisons. In a self-assessment exercise, project participants were able to develop an understanding of both the Ideal Profile for their role and their own Real Profile as determined by themselves. Comparisons using the Quadrant Assessment Model* can be made of these profiles, which are presented in Tables 10 through 13. These comparisons yield the following conclusions: 1) superintendents feel they are not at a high enough competency level in planning in-service programs and involving the community in determining the content of community education; 2) superintendents are overemphasizing their role in program development and implementation (Items 2 and 7); 3) principals feel they need greater competence in problem identification and analysis

* For a full description of the QAM Methodology, see Volume II: The Monograph

TABLE 10:

SUPERINTENDENT COMMUNITY EDUCATION COMPETENCIES

	AGGREGATE IDEAL PROFILE	AGGREGATE REAL-SELF PROFILE
	ITEM NUMBER	ITEM NUMBER
	10	2-5
	3	4
H	13	7
I	5	1
G	4	3
	1	13
H	8	9
	2	12
	12	11
	6	8
L	11	10
O	9	6
W	7-14	15
		14
		16

TABLE 11:

BUILDING PRINCIPAL COMMUNITY EDUCATION COMPETENCIES

	AGGREGATE IDEAL PROFILE	AGGREGATE REAL-SELF PROFILE
	ITEM NUMBER	ITEM NUMBER
	1	1-11
	2-3	3
H	11-12	2
	8	12
I	6	8
G	10	5
H	7	9
	5	10
	9	6
	13	13
		15
		19
	24-25	14
	4	7
	15	20
	21	18
L	14	4
O	19	24
W	20	23
	18	25
	23	17
	22	21
	17	22
	16	16

TABLE 12:

DISTRICT COORDINATOR COMMUNITY EDUCATION COMPETENCIES

	AGGREGATE IDEAL PROFILE	AGGREGATE REAL-SELF PROFILE
	ITEM NUMBER	ITEM NUMBER
	19	5
	5-6-9-14-29	14
	7	9-19
H	2-18	18
I	17	6
	10	13
G	13	1
H	33	10
	15	21
	1	7
	11-30	2
		12
		24
		17
	25	22
	20	15
	27	8-30
	16	11
	22	29
L	12	20
	26	4
O	32	31
W	28	33
	8-24	25
	23	28
	4	3
	21	26
	3	27
		16
		23

TABLE 13:

COMMUNITY SCHOOL DIRECTOR COMMUNITY EDUCATION COMPETENCIES

	AGGREGATE IDEAL PROFILE	AGGREGATE REAL-SELF PROFILE
	ITEM NUMBER	ITEM NUMBER
H	1	14
I	7	12
G	12	8
H	2-5	7
	6	18
	9-23	24
	21	2-23
	13-14-22	11-13
		10
L	3	1-15
O	16	19
W	19	6
	20	3
	8	5-22
	11	17
	15	4
	4	9-21
		20
		16

(Item 7); 4) district coordinators feel they need greater competence in developing policies, budget management, and evaluation (Items 11, 15 and 30); 5) district coordinators are overemphasizing reports to the board, consulting with and directing building directors, and staff selection (Items 12, 21, and 24); 6) building directors feel they need greater competnece in working with and informing community members, assessing community needs, and staff selection and evaluation (Items 5, 6, 9, 21 and 22); and 7) building directors are overemphasizing the identification and use of community resources (Items 8 and 11).

Finally, the project allowed comparisons between individuals' self-assessments and others' assessment of their performance. Table 14 shows this comparison for superintendents. The two aggregate Real profiles are very similar. This was true for other positions as well. All seven competencies listed as high in the Real-Others profile appear as high in the Real-Self profile. This indicates that the superintendents and their subordinates agree on which competencies are actually being practiced by superintendents in the position. However, neither Real profile matches the Ideal profile, suggesting that, although respondents agree on what <u>is</u> actually being done, they do <u>not</u> feel that is what <u>ought</u> to be done. On a district-by-district basis, however, considerable differences were uncovered. Table 15 illustrates data for the district coordinator of one district. The priority ranking for Real-Self is based only on the coordinator's self-assessment (not on an aggregate real). The priority ranking for Real-Others is based on assessments given by three other individuals; their rankings were summed and means and standard deviations were found in order to establish the priority

TABLE 14:

COMPARISON OF ASSESSMENTS
OF
SUPERINTENDENTS' PERFORMANCE--SELF AND OTHERS'

	AGGREGATE REAL-SELF	AGGREGATE REAL-OTHERS
	ITEM NUMBER	ITEM NUMBER
	2-5	5
H	4	2
I	7	7
G	1	4
H	3	3
	13	1
	9	9
	12	12
	11	11
L	8	8
O	10	6
W	6	14
	15	15
	14	10

TABLE 15:

COMPARISON OF REAL-SELF AND REAL-OTHERS PROFILES
FOR
COMMUNITY EDUCATION COORDINATOR
SOMEWHERE UNIFIED SCHOOL DISTRICT

	REAL-SELF	REAL-OTHERS
	ITEM NUMBER	ITEM NUMBER
H	12-13	4-6-10-12-18-
I	1-3-4-5-6-10-	26-27
G	14-18-19-21-	(all ranked 5.0, with sd=0.0)
H	25-26-27-33	1-2-3-7-8-11-13-
	(all ranked 4.0)	14-20-21-22-25-29
		(all ranked 4.67, with sd=.58)
	2-7-9-15-17-20-	5-9-15-16-17-19-
L	22-24-29	28-30-31-32-33
O	(all ranked 3.0	(all ranked 4.33, with sd=.58)
W	8-11-16-23-28-30-	
	31-32	
	(all ranked 2.0)	

ranking.

The profiles in Table 15 show that in general others rated the coordinator more highly than did the coordinator. However, it is not the absolute ratings which are important here and for the QAM as the relative ratings, since the absolute ratings are subject to a personal interpretation as to the significance of a particular numerical value (that is, one person's "4" may be another person's "5"). By comparing relative rankings it can be seen that the coordinator gave a higher ranking to Items 5, 19 and 33 and a lower ranking to items 2, 7, 20, 22, 29, 8 and 11 than did the others. These items then can serve, as they did at the project training session, for the discussion of role expectations and conflict and identification of areas where in-service training or further discussion are warranted.

The Process. We reiterate the importance of process throughout this research report since the research team found a real value of the project was in personal professional development. Essentially, there were four outcomes independent of the findings of the study that were directly attributable to the fact that practitioners participated in a field-based study. The first and most apparent outcome was that individuals began to clarify their own roles in community education and those of others. This exercise was valuable in beginning to develop a consensus as to what the various community education roles are or should be.

The second outcome was the visibility provided community education in the public school programs. Superintendents and principals developed a greater awareness of the skills and responsibilities required of community education. Thus, by bringing together

teams from various districts a better understanding of community education was facilitated.

A third outcome was in the project findings. Inasmuch as school practitioners were directly responsible for generating the data, the confidence in the data and its use in school settings was very high. It is evidently important to school administrators to know that they or credible peers were responsible in the development of data for the description and evaluation of their positions.

A fourth outcome of group participation was that individual community educators were able to diagnose personal areas of weakness in a non-threatening environment. Each individual who participated in the study could assess his or her own performance through the development of Ideal, Real-Self and Real-Others profiles. This enabled individuals to determine the types of competencies that they possessed and those they needed in order to strengthen their performance. Some of the in-service needs identified by project participants were:

1) Superintendents

   a. Strategies for conflict management
   b. Human relations skills
   c. Needs assessments
   d. Effective communication methods and channels

2) Principals

   a. Community Education process
   b. Role clarification
      (in-service needs tended to be closely linked to the stage of program development)

3) District Coordinators

   a. Policy development
   b. Human relations skills
   c. Evaluation

4) Building Directors

a. Staff development
b. Community awareness
c. Personnel selection and training

Finally, project participants identified training methodologies they felt were most appropriate for the identified competency areas. This information was not an intended outcome of the project but is useful to professionals responsible for providing training to those district.

CHAPTER V: PROJECT RESULTS AND APPLICATIONS

Results

The results of two years of work may be summarized as follows:

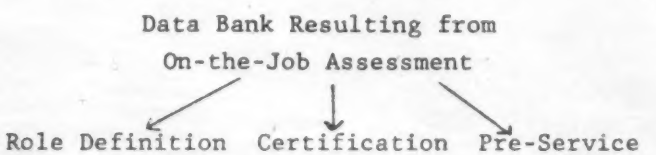
1) Process. The field-based, user-centered design of the project allowed for the trial and development of a participatory data-gathering model. The process may now be repeated elsewhere with a fair amount of assurance that the products generated will be reliable. A thorough explanation of the assessment procedure is outlined in Volume III: The Manual, which describes the steps and ingredients required to repeat this process.

2) Instruments and Methodology. Instruments for the development of Ideal and Real profiles for the four role positions are now available. These are available in Volume II: The Monograph. As a result of Phase II, competency-based evaluation methods are also available.

3) The Quadrant Assessment Model. The Quadrant Assessment Model is a field-tested data-gathering technique which has been a powerful tool in the description of roles and in the assessment of needs in those roles in educational administration. It has now been tested by Southwest community educators and can be applied elsewhere with some confidence.

Applications

A full discussion of the applications of this project appears in Volume II: The Monograph. The paradigm below briefly suggests ways in which these findings can be applied.



Clearly, the data bank from the Quadrant Assessment Model for competency assessment can play an important role in training, performance evaluation and program development. Planners will now know individuals' perceived and real needs and can develop programs for individualized or team training. Consequent evaluation of needed competencies will allow for continuing revision and sharpening of focus in training and certification programs.

Concluding Remarks

The work of Arizona State University's Southwest Regional Center for Community Education Development, in concert with the University of Utah's Research and Development Laboratory, is developmental. The abiding weakness of a competency-based approach is that competency statements are situation-specific. That is, they have content validity only for the group of administrators generating them, only in the geographic locale where they were derived, and only for a short period of time after their development. Consequently, there is a need to do future work in a number of areas:

1) Work of the type described in this document needs to be repeated in community education circles around the country. Eventually we will approach the point where predictive validity will be possible. As our list of needed competencies becomes more stable it will be possible to describe more precisely the national nature of each community education role.

2) At present we lack information regarding the correlates between training and on-the-job performance. We are without any viable assurance, save our intuition, that experience in university pre-service training programs and on-the-job performance

demands are related. A great deal of work lies ahead in developing these correlates and subsequent revisions, and the data from this project can serve as a springboard for that work.

3) Indicators of competence are admittedly crude. What is needed is the development of a set of indicators of competence that have some degree of specificity, as well as accuracy, and ease of application, since without good indicators, the competency-based model lacks comprehensiveness and applicability. The development of imaginative and accurate indicators is badly needed as a continuation of this work.